

Trauma Coordinator as Educator

Objectives:

1. Describe ways in which adults learn and be able to list and describe the different learning styles.
 2. Describe the steps involved in formulating an educational plan
 3. Utilizing the content delivered above, participants will be able to write an education plan for an issue they have identified at their facility through the PI process
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Trauma Coordinator roles are many and include:

- ▣ Facilitator
- ▣ Change Agent
- ▣ Consultant
- ▣ Researcher
- ▣ Leader
- ▣ Educator

How adults learn:

Myers-Briggs

<http://www.myersbriggs.org/>

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

Well established reliability. Useful to understand the ways in which learners perceive and judge information when learning

Compares:

How you relate to the world -- Extrovert or Introvert

How you take information -- Sensing or intuition

How you make decisions -- Thinking or Feeling

How you manage your life -- Judging or Perceiving

VARK

Visual

Aural

Read / Write

Kinesthetic

Multimodal

www.vark-learn.com

Kolb's Learning Style Inventory

Learning results from the way learners perceive as well as how they process what they receive.

Based on combinations of 4 models of learning

Active Experimentation (doing)

Concrete Experience (feeling)

Abstract Conceptualization (thinking)

Reflective Observation (watching)

Using above models - get these combinations of learners

Diverging (concrete and reflective) – characteristic of this style is **WHY**

Respond well to explanations of how course material relates to their experience, interests, or career or future career. To be effective instructor- be a motivator

Assimilating (abstract and reflective) – characteristic of this style is **WHAT**

Respond to information presented in an organized, logical fashion and benefit if they have time to reflect. To be effective instructor – function as an expert

Converging (abstract and active) – characteristic of this style is **HOW**

Respond to opportunity to work actively on well-defined tasks and to learn by trial and error in an environment that allows them to fail safely. To be an effective instructor – function as a coach, providing guided practical feedback

Accommodating (concrete and active) – characteristic of this style is **WHAT IF**

Learners like applying course material in new situations to solve real problems. To be an effective instructor – stay out of the way, maximizing opportunity for students to discover things for themselves

<http://agelesslearner.com/intros/lstyleintro.html>

Bastable, Susan. Nurse as Educator Principles of Teaching and Learning (1997) Jones and Bartlett Publishers

Gardner's

Visual / Spatial- learn with pictures and visuals

Verbal / Linguistic- ability to use words and language. Learn by verbalizing, hearing, or seeing words

Logical / Mathematical- ability to use reason, logic, and numbers. Learn by making connections and patterns to info

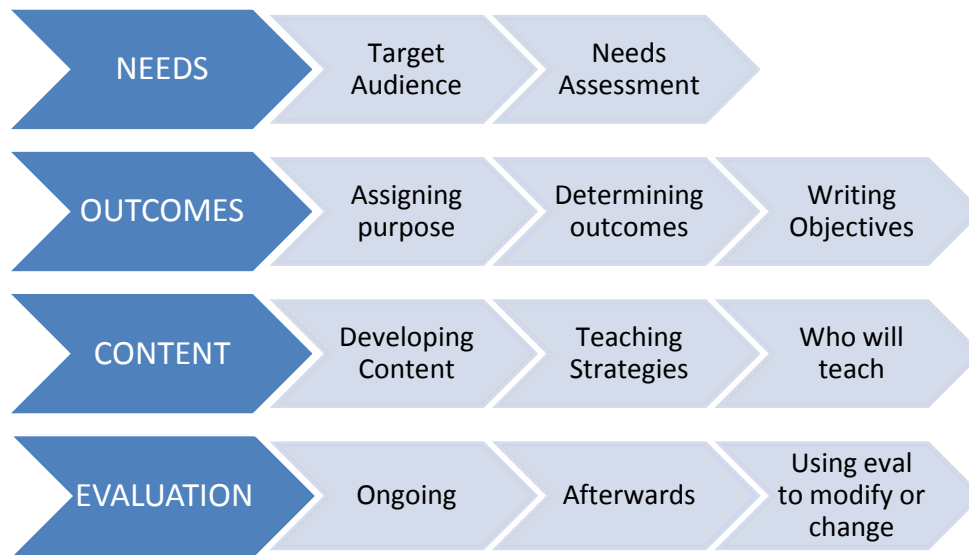
Bodily / Kinesthetic- think by processing knowledge through body sensations, learn through interacting with the space around them

Musical / Rhythmic- learn by putting knowledge to music or have music playing in the background

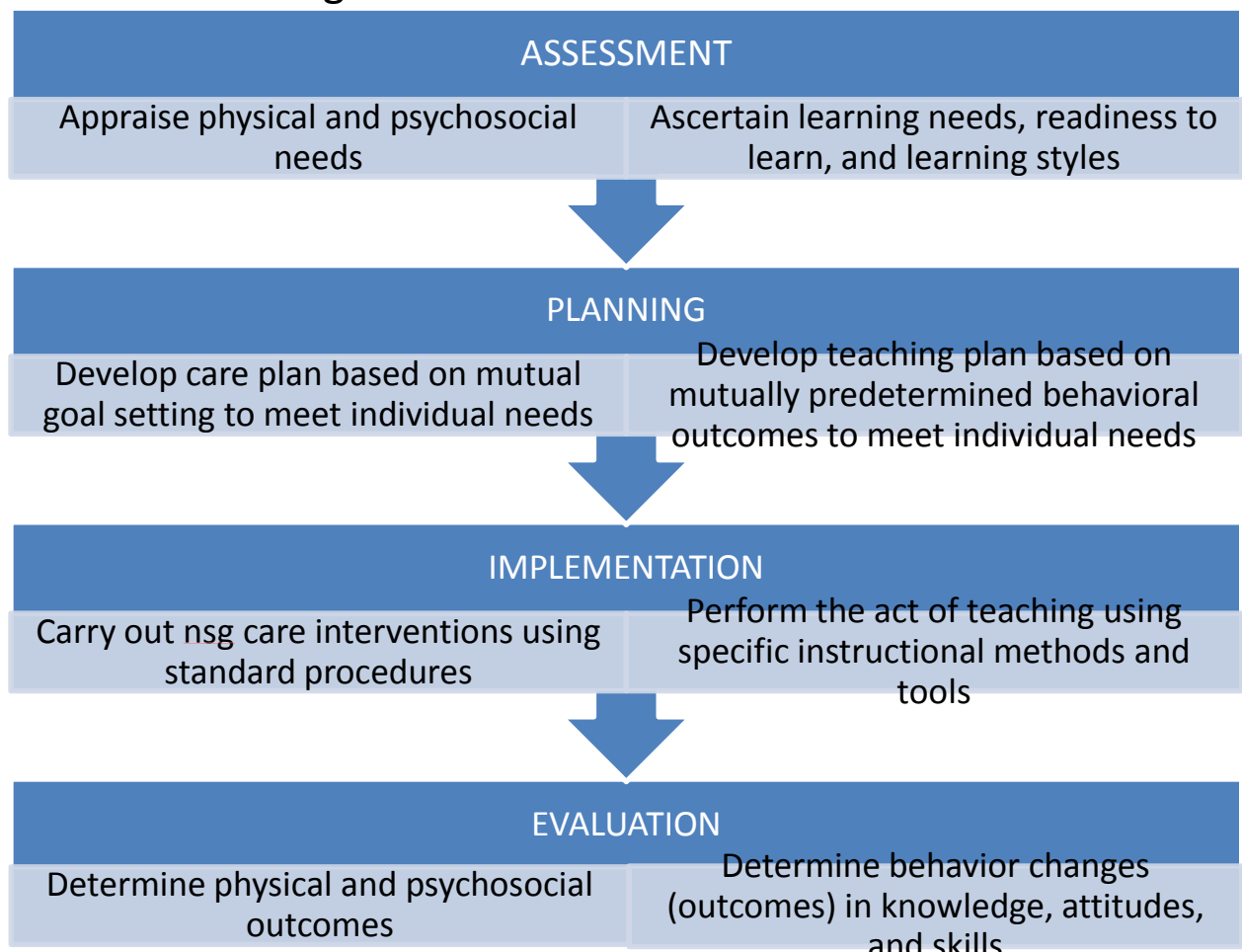
Interpersonal – ability to r/t and understand others, think by sensing feelings, intentions and motivations of others, learn through group activities

Intrapersonal – ability to self-reflect, think introspectively; their relationship to the content, learn quickly and privately

The Education Plan – similar to the nursing process



Nursing Process : Education Process



Writing Objectives

- ☐ Learner focused
- ☐ Active
- ☐ Measurable/Observable
- ☐ Criteria for completion

*At the end of this session, the nurse will demonstrate how to correctly set up an Atrium chest drainage system.

*At the end of this lesson, the nurse will score 100% on the medication administration test using a calculator and drug reference

Blooms Taxonomy

Methods of delivery

Lecture
Discussion
One-to-One discussion
Question & Answer
Role Play
Demonstration
Self-learning modules
Games
Case Studies
Simulation
Distance Learning
Computer Assisted Instruction

Audiovisual Aids

Powerpoint, Posters and Charts, Models, Flip chart, Slides, Handouts
Greener version

Evaluation

How well did the plan work?

Overall assessment of any course, curriculum, or education

Learner evaluate instructor and the class content, objectives met

Instructor evaluate content, response from learner

Process (formative)

Ongoing evaluation as education occurs

Immediate feedback from learner

Can modify on the fly

Strategies: quizzes, Q&A, class participation, Yes/no, open ended questions

Content

Immediately after

Did learning occur?

Were objectives met?

Strategies: Tests, return demonstration

**Summative (outcome)

Observes / measures a change in behavior/performance

Observation by peers and those above

Chart audits and documentation

Occurrences

Clinical performance